Information (Library Media) & Technology Planning Rationale & Guidance

Long range planning improves services and resources for the entire educational community. With wide stakeholder input, planning can define programming needs, goals, and objectives and can provide recommendations for the future. A long-range Information and Technology plan is a requirement for districts:

- ▪ *Wisconsin Statutes—Section 121.02(1)(h)* and *Administrative Rules PI 8.01(2)(h), PI 8.01(2)(k),* and *PI 9.03(1)(e)—focus on the implementation of Standard (h) related school library media programs/services and Standard (k) computer literacy curricula*
- ▪ *No Child Left Behind Act of 2001* (Enhancing Education Through Technology—Title II, Part D, Subpart 1)
- ▪ *Universal Service Program* (E-Rate)—Telecommunications Act of 1996
- ▪ *State of Wisconsin* discounted video and data lines
- ▪ *Technology and Copyright Harmonization (TEACH) Act of 2001*

Below is a suggested plan outline that provides details on the sections and content that is necessary for a plan to meet all of the requirements listed above. It is important to remember the intent of this plan is to provide guidance and direction for the district to increase student learning, not necessarily to obtain grant funds and support.

> *Note:*
> *Items in **BLUE** are requirements from No Child Left Behind Act of 2001 (Enhancing Education Through Technology—Title II, Part D, Subpart 1)*
> *Items in **RED** are requirements that refer to the implementation of various Wisconsin Statutes related to school library media program/services*

TITLE PAGE

A title page shall contain the following:

- ▪ Official school district name, title/name of plan and the three school years the plan covers
- ▪ Name and signature of district administrator and the date of Board of Education approval
- ▪ Name, email and phone number of person to contact with questions about the plan contents

EXECUTIVE SUMMARY

A short executive summary provides a busy reader with a plan overview and highlights important parts of the plan.

INTRODUCTION

The Introduction provides a brief explanation of your plan, how it connects with school reform and your district's strategic plan. It should contain an Analysis of Relevant Research and Best Practices. Research studies have been conducted on various aspects of school reform initiatives. The studies indicating the impact of information and technology programs on academic achievement include elements of: 1) a robust library media program; 2) sustained systemic professional development; 3) effective student use of technology that fosters higher order thinking and leads to improvement in academic achievement; 4) authentic inquiry/problem-based learning units, and 5) staff adoption and effective use of technology during teaching practices.

Links to this research and other sites containing information and technology-related research can be located at *http://www.dpi.state.wi.us/dpi/dltcl/imt/index.html*. It is highly recommended that representatives from the planning committee also visit model programs and report their observations to the entire committee. The introduction should also include the District Information (Library Media) & Technology Vision and Mission Statements: The Information (Library Media) & Technology Vision and Mission statements address the image of a preferred future (Vision) and the program's role in transforming that vision to action (Mission).

Criteria

Analysis of relevant research and best practices

The narrative should provide a synopsis from the review of relevant research/best practices as it pertains to:

- ▪ staff adoption and effective use of technology during teaching practices
- ▪ effective student use of technology that fosters higher order thinking and leads to improved academic achievement

- sustained systemic professional development
- implementation of a robust library media program
- use of authentic inquiry/problem-based learning units

Vision and Mission statements

Vision

- focuses on the preferred image of a robust information (library media) and technology program
- affirms the research on how people learn and how information and ideas influence their lives
- articulates what it means to be educated in a digital, knowledge-based, global society

Mission

- focuses on integration of *Wisconsin's Model Academic Standards for Information & Technology Literacy* into the curriculum and improving classroom instruction
- focuses on preparing students for 21st century skills by effectively using technology to address real-world problems
- reflects and complements the district's vision and mission
- focuses on a preferred image of how students and faculty become effective users of information and ideas
- emphasizes how students and teachers learn to access and use information effectively
- defines how the "information curriculum" is integrated into the existing curriculum
- defines the collaborative roles of classroom teachers and the library media and technology professionals
- demonstrates a clear connection between the Information (Library Media) and Technology program and the district's teaching and learning goals

BACKGROUND INFORMATION

The background portion of the plan provides the readers with relevant information to help establish a picture or snapshot of the school district.

Criteria

- Includes community/school demographics
- **Identifies collaborative initiatives among the community adult literacy providers** (public library, local colleges, businesses, historical societies and museums)
- **Identifies plan stakeholder groups to ensure** equitable representation from each group including staff, students, **parents**, other **community** members and to ensure at least one stakeholder has knowledge/ expertise in **assistive technology**
- Names, titles and roles of the:
  - ✓ District Information and Technology Team/Committee
  - ✓ Information and Technology Plan Writing Committee (if different than the District Information and Technology Team)
  - ✓ Membership of the district's information & technology planning committee should be representative of students, teachers, library media specialists, technology coordinator, administrators, technical support staff, board of education, parents, and community/business leaders
- Provides a written description of the planning process used to create the plan
- Includes brief history of the evolution of the library media and technology program

CURRENT STATUS & NEEDS ASSESSMENT

Comprehensive and appropriate data are compiled and analyzed to ascertain the current status of the Information (Library Media) and Technology Program(s). A variety of data gathering techniques will be necessary to determine how the program meets the needs of students and staff and how well the program addresses the four Wisconsin Information and Technology Focus Areas: 1) Educator Proficiency; 2) Effective Teaching and Learning Practices; 3) Access to Information Resources and Learning Tools; and 4) Systems Support and Leadership.

District status of the integration of *Wisconsin's Model Academic Standards for Information and Technology Literacy* (ITL) needs to be addressed in order to prepare students with 21st Century skills. This section and documentation will provide support for the mission and will indicate program strengths and weaknesses.

Criteria

Analysis previous plan goals

- What objectives were achieved?
- What objectives were postponed or delayed and why?
- What objectives will continue or be modified?

Analysis of educator proficiency

Evidence of teacher proficiency can be obtained through analysis of needs assessment instruments such as LoTI, enGauge, TAGLIT, and other data gathering tools and/or portfolio presentations. Data should be collected through various tools, instruments, and methods then analyzed to ensure district educators:

- understand skills and processes students need in a knowledge-based digital age
- implement various strategies to improve reading skills in print and multi-media formats
- model social, ethical, and legal usage that encompass an information and technological arena
- **are trained to effectively use district owned Information Resources and Learning Tools** (see *A Collaborative Planning Guide for Library Media and Technology: Appendix K* for a list of these tools)
- **are trained to effectively use administrative and data management software**
- model collaboration skills with colleagues
- use a variety of information resources to support their teaching strategies
- design and teach problem-based learning units that incorporate the effective use of information and technology resources
- can design various assessments (scoring guides, rubrics, checklists, portfolios) to accurately measure student performance and progress

Analysis of effective teaching and learning practices

Data should be collected through various tools, instruments, and methods then analyzed to ensure district:

- Educators' vision, content, instruction and assessment are aligned to high standards
- Educators' range of use includes information resources and learning tools for productivity, visualization, research, and communication
- **Evidence that improvement is occurring in the teachers' capacity to integrate *Wisconsin Model Academic Standards For Information And Technology Literacy* effectively into curricula and instruction**
- Evidence of effective teaching and learning can be obtained through analysis of Wisconsin Knowledge and Concepts Exam (WKCE), Wisconsin Reading Comprehension Test (WCRT), locally designed progress monitoring assessments, student surveys, portfolios, and web-folios
- **Evidence that student academic achievement is increasing due to their effective use of technology**
- **Evidence that students are becoming proficient in the skills outlined in *Wisconsin's Model Academic Standards for Information & Technology Literacy***
- Students learn through problem-based units that include the integration of the *Wisconsin Model Academic Standards for Information and Technology Literacy* with content standards in a flexibly scheduled learning environment that meets their "on time" learning needs
- Students produce authentic projects that incorporate higher order thinking skills and address meaningful issues that extend into real-world practice
- Students select independently and/or with guidance from a diverse variety of reading materials based on their interests and educational needs

Access to information resources and learning tools

Data should be collected through various tools, instruments, and methods then analyzed to ensure district: has evidence of and/or has examined the following to ensure equitable access to information resources and learning tools:

- **Summary of inventories** of the information resources and learning tools

- **Summary of inventories of the equipment and Infrastructure** (software, hardware/equipment, telecommunications, and wiring) strategically deployed to meet needs of all learners and capable of handling current network traffic
- **Classrooms, library media centers and wired or wireless labs designed for collaborative team work that includes equitable** and **flexible access** to information resources and learning tools
- Labs, pods, or wireless **technologies are available for students projects**
- Specific **assistive technology** is available based on student's needs
- **Development of innovative strategies and delivery options of rigorous courses and curriculum for the underserved students, including telecommunications and distance learning options**
- **Administrative networking tools** are available securely to intended stakeholders (fiscal management, purchasing and budget management systems)
- **Data management tools** are available securely to intended stakeholders (payroll and human resources, student information systems, grade books, attendance, automated library media circulation and catalog, automated food services, id cards)
- **Interoperability** (the ability to share data from the various management systems: instructional services, food services, grade book, human resource, financial, library, student information services, transportation, voice/telephony, so be shared in order to eliminate data error and duplication of data input efforts) is explored
- **Communication tools are available to students, parents** and other stakeholders (e-mail, internet, intranet)
- Video and/or web-based distance learning opportunities are available to meet individual student needs
- Total cost of ownership is determined (hardware maintenance, lease/rent, repair)
- **Collection** mapping: breadth and depth of resources in relation to curriculum needs and reading interests
- **Library media facilities are** designed to meet the diverse learning needs of the educational community
- Library media center and wired or wireless labs are scheduled according to implementation of authentic projects
- Information resources and learning tools are available to students when they need them; before, during and after school hours
- Information resources and learning tools are available beyond the school day for parents and community members
- Information resources are available for students and faculty any time and any place outside the school facility through flexible circulation policies and internet access
- Information resources and learning tools reflect the cultural diversity of the local and world community including the needs of the emergent, intermediate, and advanced readers.

Analysis of systems support and leadership

Data should be collected through various tools, instruments, and methods then analyzed to ensure the district has evidence of and/or examined these points regarding systems support and leadership:

- **Administrators are prepared to use technology effectively** to guide the effective use for teaching, learning, and student management
- Policies and procedures are updated (such as, but not limited to: **CIPA Internet Safety and Acceptable Use Policy (AUP), copyright**, assistive technology, **materials selection**, **reconsideration**, weeding, intellectual freedom, confidentiality, privacy, **interlibrary loan** and resource sharing, fines, loss or damage of materials, donations, web publishing, distance and virtual learning)
- **Evidence of alignment between the Wisconsin ITL standards with local curricula and course content standards**
- Completion of grade-level benchmarks and curriculum mapping
- **Sustained systemic professional development opportunities** (evaluations, outcomes, follow-up) :
- **Qualified professional, clerical, technical staffing** to meet current or planned services (Page 23, *Information & Technology Literacy: A Collaborative Planning Guide for Library Media and Technology*)
- Structure and support of district-level and school-level leadership teams that include representation from teachers, library media, and technology professionals

GOALS AND OBJECTIVES

Goals should be derived from the needs discovered during the analysis of the data from the Current Status/Needs Assessment section. Goals are broad statements that address the four Information and Technology Focus Areas: 1) Educator Proficiency; 2) Effective Teaching and Learning Practices; 3) Access to Information Resources and Learning Tools; and 4) Support Systems and Leadership.

Objectives are measurable benchmarks that indicate if the goals are being accomplished. The goals and objectives address the needs, guide the actions of decision makers and provide rationale for program activities. They also inform the stakeholders of the elements of the program and assist future planning committees with accountability measures to assess the effectiveness of the program.

Criteria

Goals address and foster student achievement, student and/or staff information and technology literacy through:

- Alignment with district mission statement and strategic plan
- Analysis of needs assessments in the following focus areas:
    - ✓ educator proficiency
    - ✓ effective teaching and learning
    - ✓ access to information resources and learning tools
    - ✓ systems support and instructional leadership

Objectives in support of plan goals are:

- Measurable
- Attainable, realistic and related to each goal within the focus areas.
- Derived from the needs discovered during data analysis in Current Status/Needs Assessment section

IMPLEMENTATION ACTION PLAN

The **Implementation Action Plan** identifies and details the plan activities and ties them to the stated goals and objectives. Each goal shall have an accompanying Action Plan. The Action Plan identifies the resources needed to accomplish each objective, the person or group responsible for the activity, and realistic start and projected completion date for each activity, and how each activity will be evaluated to determine that the objective was achieved.

Criteria

A well-developed implementation action plan includes:

- Needs statements derived from data analysis in Current Status/Needs Assessment section
- Goal(s) to address need
    - ✓ objective(s) for each goal
        - • activities for each objective
    - ✓ measurement tool or evidence of completion for each objective
- Person, group, or team responsible for accomplishing the goal(s) and/or objective(s)
- **Projected budget** considerations for each goal(s) and/or objective(s)
- Timeline and projected completion date for the goal(s) and/or objective(s)
- Any policy changes (if applicable) as a result of implementing the goal(s) and/or objective(s)

DISSEMINATION

The plan needs to include processes and strategies for communication/dissemination to community stakeholders. The committee needs to ensure that the stakeholder groups in the district are informed of the main points of the plan once the plan is completed and approved by the local Board of Education.

Criteria

Plan includes specific strategies for dissemination of the plan to all stakeholders including:

- Policy makers such as school board, administration, **legislators, civic leaders**

- Faculty, staff and students
- **Parents, businesses, and local community members**
- **Documents may also include information to adults in the district/community of the learning opportunities available to them**

MONITORING AND EVALUATION

The plan indicates the tools and activities that will be implemented to regularly monitor goal progress and allow for adjustments as necessary. Plans to communicate monitoring and evaluation studies to the community needs to also be included. In addition, processes need to be identified to assess the effectiveness of the team's interactions and meetings. Finally, an evaluation of the plan's effectiveness and validity must be ascertained by the district

<p align="center">**Criteria**</p>

Plan includes strategies for:

- **Monitoring goals and objectives on an ongoing basis should be** timely & analytical
- **Evaluating objectives** uses appropriate assessment tools for each objective
- Communicating results of the monitoring and evaluation to community stakeholders
- Timeline for continuing planning cycle

This section may include the expertise of an impartial outside evaluator to assist in the monitoring and evaluation process.

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